



Childcare Inspection Report on

Juliette Sherrard

Lisvane



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Description of the service

Juliette Sherrard is based in the Lisvane area of Cardiff. Her service is provided from her home and she minds alone. The service offers care before and after the school day in term time, and is conducted through the medium of English. The child minder has been registered since June 2013 and is registered to care for a maximum of 10 children.

Summary of our findings

1. Overall assessment

Children attending this service enjoy their time and are happy to come. They are able to make choices over their play and they have access to a good range of play resources and a large garden for outdoor play. Parents and children benefit from a reliable and well run service, but in few isolated areas, elements of the service do not meet the regulations and National Minimum Standards for Regulated Child Care.

2. Improvements

Since the last inspection of the service, several improvements have been made, which have impacted positively on the experiences of children, and these include extending the home which has created more space for children, and moving a piano into the dining area so that children can use it, which we saw them enjoying.

3. Requirements and recommendations

We notified the child minder that that the service was not meeting its legal responsibilities regarding fit person checks, because she had not ensured that the DBS's for herself and her husband were renewed within three years of their issue. This is a serious matter but we have not issued a non-compliance notice on this occasion because we have received confirmation from the service since the inspection that the matter has been addressed.

We also gave practice recommendations which related to record keeping and the child minder's continuing professional development.

1. Well-being

Summary

Children benefit from a positive and enjoyable care provision. Children are confident and well settled, they receive praise, are forming strong, positive relationships and their choices are valued.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves, and all attempts at communication are valued by the child minder. We saw that the children's views and requests were met by the child minder and she told us that she has an organised activity in mind to offer the children each day, such as playdough, or a cooking activity, but that she is very much led by the children and what they ask for. One of the older children confirmed to us that the child minder asks them what they want to do on the way home from school and she always sorts out what they ask for. When the children arrived from school, they went straight to the playroom and brought out toys of their choosing whilst the child minder made snack. After snack, one of the children asked to make a book, and they counted out how many pages they wanted with the child minder, who helped them to fold it into a book and brought out pens, pencils and stickers for them to use.

Children have a strong voice in this service.

1.2 To what extent do children feel safe, happy and valued?

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. Children have clearly developed bonds of affection with the child minder. They are happy and confident to approach her, and are keen to interact with her and include her in their play. The children are happy and they smile and laugh whilst they are playing. We observed that the children were very content to drive their own play independently, as well as being equally happy to engage with the child minder in games and construction activities. We saw the children and the child minder sit happily together whilst they ate their snack talking about what they would like to do. One child tells the group that they had seen a new film and this prompts a discussion about other new films they had seen and ones they were looking forward to. The children confirmed to us that they enjoy attending the service.

Children in this service are well settled, happy and confident. They are forming friendships and feel valued.

1.3 How well do children interact?

Children are learning to co-operate, take turns and share, as well as becoming sensitive to the emotions of others. The children present were well behaved and polite, and they had a sound understanding about expectations for behaviour. Older children are very well able to manage their behaviour and they are polite and respectful. The younger children have a suitable awareness and their abilities to manage their behaviour are developing well. We saw the children bring their plates back to the sink when they had finished their snack. During play, we also observed that the older children play nicely with the younger children, valuing their contributions and encouraging them in games they play together.

Children in this service are learning to manage their behaviour and experience warm and friendly interactions with their peers.

1.4 To what extent do children enjoy their play and learning?

Children are interested and excited in the play based activities available. We observed lots of smiles and laughing throughout our visits. All children were clearly very happy to attend this service. One of the older children told us that their favourite thing to do was playing with the other children, chatting with children their own age on the days they attend, as well as playing games and making activities with the younger children. One of the younger children told us that they enjoy playing with the toys in the playroom and that they too enjoy attending the service. Throughout the afternoon, and across the different ages of children, we saw that all children engaged in play for extended periods of time because they had the opportunity to play with resources which were sufficiently interesting and exciting.

Children enjoy their play and learning, sustaining interest in their play and gaining a sense of achievement from it.

1.5 How well do children develop, learn and become independent?

Children are developing across a range of skills and we observed children's independence developing. Children could access the downstairs toilet independently. They have use of a playroom and a very large kitchen/diner and they can move freely in the space. They can access many of the resources stored in the playroom freely. They tidied up after themselves often and brought their snack plates back to the kitchen when they finished. After playing at the dining table for some time, they

packed away what they were playing with and took themselves off to the playroom at the other end of the hallway. They brought out non-interlocking blocks and tried to build the tallest towers possible. The children talked together as they were building, and they praised each other for how tall they managed to build and compared their techniques.

Children in this service are making good progress, and are confident, independent and motivated.

2. Care and Development

Summary

Children and parents benefit from a practitioner who has a good understanding of individual children and is able to meet their needs. The child minder provides activities which meet children's interest and abilities, helping to ensure they enjoy them and engage well with them. The child minder respects the children in her care and the decisions they make. Children remain safe and healthy at the service because the child minder understands most of her responsibilities.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures that the service's policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. She was able to speak knowledgeably about dealing with child protection concerns and responding to them appropriately. Good hygiene is promoted at the service. All children were encouraged to wash their hands before snacks and meals, and food preparation areas were cleaned with antibacterial spray. The child minder has a current certificate in food hygiene and the service has registered with the local Environmental Health department as a food business. The child minder provides healthy snacks for the children in her care. During the inspection this was buttered toasted bagels with apple slices and milk or water. Records showed that the child minder conducts fire drills with the children regularly. The child minder has a suitable system to record any medication that is administered to minded children, and any accidents that occur. She has renewed her training in mandatory paediatric first aid and has undertaken training in child protection, but she has not given consideration to other training courses and modules that would help to develop her understanding of child care and the service she provides.

The child minder keeps children safe and healthy and there are appropriate policies and procedures in place to support this, but consideration should be given to training which would enhance the child minder's professional development.

2.2 How well do practitioners manage interactions?

The child minder sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour, taking into account children's age and understanding. We observed that the child minder was positive and warm in her guiding of behaviour. She was proactive in praising the children when they behaved well, thereby reinforcing this good behaviour. We saw her praise children for sharing and helping to tidy up. She was also very encouraging when the children made a good

effort and praised this, and it was evident from our observations that the children responded well to this praise and encouragement. No significant issues of behaviour management occurred during the inspection, largely thanks to the positive approach taken.

The child minder manages interactions effectively and this has a positive impact on children's experiences at the service.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder provides a nurturing and caring environment in which children's needs are met. We saw that the children were very comfortable to interact with the child minder and she responded to them with affection. Warm relationships were evident. The child minder spoke with the children in a consistently calm and reassuring manner, which put them at ease. The child minder has an awareness of the principles of the Foundation Phase curriculum and was able to speak to us about some of the different skills the children were developing. It was clear through our observations that she had taken into account children's interests to decide upon activities which the children would enjoy.

The child minder effectively promotes children's well-being through the play and care provided.

3. Environment

Summary

The child minder provides a high quality environment which is safe, clean and welcoming. Children benefit from a dedicated playroom which is well equipped with a good range of toys and resources, as well as use of the large adjoining kitchen diner, and a large enclosed garden.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Parents can be confident that all areas used by children are safe and well maintained. Valid public liability insurance cover is in place, as well as a safety certificate for the gas system within the premises. The majority of risks in the home have been mitigated to ensure children's safety and we saw that the rooms that children access are maintained and decorated to a very high standard. The home was secure during the inspection as the child minder locked the front door behind us and we saw that the garden was securely enclosed. We examined the risk assessments for the service and found that they were comprehensive and kept under review. We also found the child minder was using any accident records to inform and update any relevant risk assessments.

Children are cared for in a safe, clean and secure environment.

3.2 How well do leaders ensure the suitability of the environment?

Children's well-being is promoted within the home because the facilities and equipment provided meet the children's needs. We found that the home was maintained to a high standard and that there was a very good standard of cleanliness and repair throughout. The play space was decorated in a child-friendly way and soft furnishings to aid children resting. The dedicated playroom has been set up with a good selection of resources and books displayed so they are interesting and engaging for the children. The way in which resources are stored means that children can access many of them independently, and this helps to facilitate their free choice. The home benefits from a large garden with outdoor toys, and the children told us that they make good use of the garden, although they did not go out during the inspection as the weather was particularly cold and wet.

Children benefit from a very good care environment and plenty of space to play, learn and develop.

3.3 How well do leaders ensure the quality of resources and equipment?

Children have access to toys and equipment that are appropriate and suitable to their needs. We saw that the resources at the service covered a good range of play opportunities for the ages of children attending the service and for the limited hours of operation. They were stored in manageable sized, labelled boxes which the children could access themselves. A selection of books were displayed attractively on a small bookcase for children to access. We saw children freely accessing the resources stored within the play space, finding what they wanted to play with from what was available. The child minder told us she is mindful to clean the resources on a regular basis and check for wear and breakages.

Children benefit from a good range of toys and equipment that promote their development.

4. Leadership and Management

Summary

Children and parents benefit from a reliable service that, in most areas, is well organised. Suitable policies are in place which outline the service and this ensures that parents have sufficient information available to them to make an informed choice about using the service. The service was not meeting legal responsibilities in one area but the child minder addressed the matter straight away.

Our findings

4.1 How effective is leadership?

In the main, children and parents benefit from a well-run and planned service. The child minder has a Statement of Purpose in place which she told us she shares with the parents. This document contains the information required by the regulations and National Minimum Standards. We found that some minor amendments were required to ensure it was an accurate reflection of the service provided, and the child minder made these amendments in the days after the inspection and submitted the document to CIW. We examined the service's policies and found them to be appropriate and thorough. Some additional information was required in a small number of policies and the child minder confirmed she had made these amendments promptly following our visit. We examined the register of children's attendance and found that it appropriately recorded times of attendance and that it is completed in a timely manner, but children's surnames should be included for each entry.

Parents can be confident the provision is well run through good leadership and management.

4.2 How effective is self evaluation and planning for improvement?

The child minder consults with parents and children as to the quality of care provided by the service, but the formal system has only just been introduced to ensure that a self evaluation of the service is undertaken annually. The child minder told us that she consulted with parents and children last year when CIW requested all child care providers complete and submit a self assessment of their service. However, she had not been aware that the regulations require providers undertake a self evaluation every year and so no quality of care review had been undertaken prior to 2017. A suitable quality of care review has been completed for this year and the child minder confirmed that she now understood that this must continue to be done at least annually.

The child minder draws on the views of parents and children to inform her plans for improvements to the service.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder is effective in managing her own time and prioritises activities responsively to ensure children's needs are met in a timely manner. We observed the child minder to be well organised and we saw that this allowed her to remain calm whilst delivering care. This calm and relaxed care environment has a positive impact on the children's mood and their interactions. However, the child minder has failed to renew the Disclosure and Barring Service (DBS) checks for herself and relevant members of her household when they expired three years ago. We discussed this with the child minder, who stated that she was unaware that the regulations require DBS checks be renewed every three years. The child minder took action the day after the inspection to renew the new DBS checks and these have now been completed. A non-compliance notice has not therefore been issued on this occasion in respect of this matter.

The service is generally well organised, but the child minder must ensure that she fully complies with the regulations.

4.4 How effective are partnerships?

Children have their needs and preferences identified and parents know how these will be met. A child record form is completed by parents so that the child minder has all the information necessary to be able to provide care to the children and meet their needs, such as the child's likes and dislikes, routines and development. There are policies in place which outline how the service operates and copies of all policies are provided to parents at the outset for their future reference. Parents are kept involved and informed about their child's activities. The child minder talks with parents at the end of each day to exchange information about how the child has been. The child minder told us that she values highly the positive relationships fostered with families.

Children's needs are identified to ensure a good quality of care can be provided, and parents have all the information they need to make an informed choice about using this service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- The child minder should consider what further training she could undertake that would enhance the service provided to children, including gaining an awareness of the Prevent Duty; and
- children's surnames should be recorded in the register of attendance.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook an unannounced visit to the service. We visited the child minder for one afternoon to observe children and the care they received;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the day; and
- we looked at a wide range of records. These included the Statement of Purpose, policies, health and safety records, and children's records.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Juliette Sherrard
Registered maximum number of places	10
Age range of children	School aged (4 to 12 years)
Opening hours	7:45am to 8:45am, Monday to Friday, and 3:30pm until 5.30pm, Monday to Thursday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	7 September 2015
Date of this inspection visit	5 March 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	<p>This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i>.</p> <p>The service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</p>
Additional Information: None	